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ABSTRACT

A study tested the feasibility of recruiting career switchers, early leavers and retirees from government and military service to teaching. The study also documented the need for a National Center for Transition to Teaching (NCTTT). The effort established a National Board of Advisors consisting of 17 high-level military, government, and university educators. Exploratory outreach consisted of advertising, direct mail, a recruitment meeting, and collateral activities. Project findings indicated that certain conventional recruitment methods can attract interest. Advertising in a Washington-area chain of military weeklies generated 143 inquiries and a poster campaign to 450 government and military offices resulted in 3 inquiries a week. In addition educators who had developed similar programs offered encouragement and specific cautions. Finally, high-level military and government officials endorsed efforts to enable the transition of their personnel into teaching careers. In addition the study revealed that there are programs for these recruits but that they tend to operate in isolation from each other. The study findings also suggested that institutionalization of a NCTTT should be decoupled from recruitment and that such a Center should focus more on research, placement, information clearinghouse activities, and general service provision. An appendix lists members of the National Advisory Board. (JB)

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FINAL REPORT TO

THE FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

ABSTRACT

Planning grant activities sought to determine the feasibility of identifying and recruiting to teaching those career switchers/early leavers/retirees from government and military service with the credentials and demographic characteristics congruent with critical teaching needs and to document any need for and the appropriate nature and function of a National Center for Transition To Teaching. The feasibility of an efficacious recruitment system was documented and the need for and nature and function of a National Center determined.

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Project Title:

PLANNING GRANT TO INITIATE A
NATIONAL CENTER FOR TRANSITION TO TEACHING

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FINAL REPORT TO

THE FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

Grantee Organization:

School of Education
The American University
4400 Massachusetts Ave., N.W.
Washington, D.C. 20016-8051

Grant Number:

P116B00208

Project Dates:

Starting Date: September 1, 1990
Ending Date: August 30, 1991
Number of Months: 12

Project Director:

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Project Officer:

David Holmes

Grant Award:

$23,922

EXECUTIVE SUMMARY

Project Title:

PLANNING GRANT TO INITIATE A

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The American University
4400 Massachusetts Ave., N.W.
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A. Project Overview:

The project sought to test the feasibility of recruiting to teaching those career switchers/early leavers/retirees from government and military service with the credentials and demographic characteristics congruent with critical teaching needs and to help document the need for and to determine the appropriate nature and function of a National Center for Transition To Teaching (NCTTT). Feasibility was documented and the need for and character and function of a NCTTT determined.

B. Purpose:

The purpose of the project was to determine the appropriate nature and function of a feasible and efficacious recruitment system for a program that would recruit to teaching those career switchers/early leavers/retirees from government and military service with the credentials and demographic characteristics congruent with critical teaching needs and to help determine the need for and the appropriate nature and function of a NCTTT. Feasibility was documented and the need for and character and function of a NCTTT determined.

C. Background and Origins:

Attempts at developing teacher education programs for military and government retirees are matters of record elsewhere; they have not met with unqualified success, and they have had particular difficulty with recruitment. When the School of Education of The American University proposed in the Spring of 1990 that FIPSE fund a similar program at The American University to help initiate a National Center for Transition To Teaching, FIPSE questioned the feasibility of recruiting for such a program and granted, instead, a Planning Grant to test recruitment feasibility as a necessary prologue to any future funding and initiation of a NCTTT. The American University, located in the nation's capital, with access to ready pool of retirees from the local military and government presence, appeared to be the ideal site for the NCTTT and, thus, would be the logical place from which to conduct the proposed feasibility test.

D. Project Description:

Activities directed toward the documentation of recruitment feasibility included the establishment of a National Board of Advisors (NAB) and conduct of direct outreach initiatives. The NAB consists of seventeen high-level military, government, and university educators. Outreach consisted of advertising, direct mail, a recruitment meeting, and collateral activities. In addition to establishing the feasibility of recruiting students to the NCTTT, advice gleaned from the NAB and data obtained from direct outreach served to inform program plans and possible future directions of a NCTTT.

E. Project Results:

Important findings include: (1) certain conventional recruitment methods <u>can</u> attract interest on the part of the targeted cohort; (2) educators who have developed similar teacher education programs for such new teachers offer both encouragement and specific cautions; and (3) high-level military and government officials endorse efforts to enable the transition of their personnel into teaching careers. Beyond these findings, an important and unforeseen insight gained as a result of the grant activity is that institutionalization of a NCTTT needs to be decoupled somewhat from questions of recruitment exigency; the NCTTT is needed more for its potential impact as a research, clearinghouse, placement broker, and general service provider than it is merely as an organizational means for teacher recruitment and education.

F. Summary and Conclusions:

During the project year (9/1/90 to 8/30/91), the feasibility of identifying and recruiting new teachers from those professionals planning soon to make the transition out of government and military service was tested under a planning grant from FIPSE. Because shortages in the supply of qualified teachers promise to reach crisis proportions, and because prospects for improvement through traditional programs are dim, ascertaining new sources becomes crucially important. The project sought to identify and reach out to targeted, prospective-teacher constituencies for a program that would initiate a NATIONAL CENTER FOR TRANSITION TO TEACHING. While positive conclusions about the feasibility of recruiting from the target cohort were drawn, the importance of a NCTTT in ways disconnected to issues of recruitment feasibility was elucidated.

G. Appendices:

Appendix A (MEMBERS OF THE NATIONAL ADVISORY BOARD)

PROJECT OVERVIEW

The project started during September, 1990, as an outgrowth of interest on the part of the School of Education (SOE) at The American University (TAU) in creating a NATIONAL CENTER FOR TRANSITION TO TEACHING (NCTTT). A proposal had been tendered (Spring, 1990) to the Fund for the Improvement of Postsecondary Education (FIPSE) for the creation of a NCTTT located in Washington, D.C. The intent was twofold: (1) to recruit to and educate for teaching careers selected personnel taking early leave from military and government service in the greater Washington, D.C., area; and (2) to create a national research, information clearinghouse and placement service for similar transition programs.

FIPSE's reply was to question the feasibility of recruiting prospective students to such a CENTER's programs, citing difficulty in certain similar programs elsewhere. A planning grant of $23,922 was awarded to SOE to test the feasibility of recruiting the target cohort to teacher education and to learn whatever else might prove to be germane to the founding and development of a NCTTT.

The outcomes of the planning grant are detailed in the present report, and consist of three major findings which will be of interest to teacher educators and to military and government personnel directors: (1) certain conventional recruitment methods <u>can</u> attract interest on the part of the targeted cohort; (2)

educators who have developed teacher education programs for such new teachers offer both encouragement and specific cautions; and (3) high-level military and government officials endorse efforts to enable the transition of their personnel into teaching careers.

PURPOSE

The Problem

Shortages in the supply of qualified teachers persist, while remedies, tried and proposed, betray a daunting reality: relief through customary means is unlikely. Less than 8% of the 18-22 college cohort even considers teaching; too many of these carry SAT and other scores deemed unworthy of a true profession. More than 20% who begin college as aspiring teachers soon transfer to other fields; another 10% of them leave college. At least 20% of those prepared to teach do not, while an estimated 30% of those who begin to teach leave within their first two years. Scant few would-be teachers aspire to such critical areas as mathematics and science, while many who teach these subjects lack suitable content and pedagogical expertise. The supply pinch has demographic dimensions as well: scarcity of men in lower grades, a dearth of women in mathematics and science, and a paltry supply-pool of minorities destined for further shrinkage: 98% of new teachers hired since 1985 through established programs are women; 95% are white (NCES, 1990; NCEI, 1991).

Teacher shortages undermine America's place and prospects in the world, risk a greater divide between the poor and fortunate, invite the less able to teach, fortify teachers' low status, and erode a great idea: public schooling for all. Supply-inducing innovations and sustaining nation-wide support systems for them are needed.

The Response

Support had been sought from the Fund for the Improvement of Postsecondary Education (FIPSE) by the School of Education (SOE) of The American University to develop, implement, and evaluate a three-year program that would identify critical shortages in the national teacher supply, recruit to teaching those leavers from military and government service with credentials congruent with critical needs, link graduates to teaching jobs across the country, and initiate a NATIONAL CENTER FOR TRANSITION TO TEACHING (NCTTT).

The proposal to FIPSE included a plan to recruit and place candidates in masters-level programs designed with transitioners in mind. These programs combine subject mastery and subject-specific pedagogy, provide extensive career transition and academic counseling, offer mentor-monitored induction to the culture of schools and teaching, and possess sufficient flexibility to address variable certification needs. A NCTTT placement service would link candidates from these (and eventually other) programs to teaching opportunities across the

country. The NCTTT would network similar programs throughout the country, and its clearinghouse would provide a central focus for similar programs throughout the country that exist isolation from one another.

FIPSE's Reply

The FIPSE answer to the proposed NCTTT was to provide funding only for certain activities designed to gauge the feasibility of recruiting students to teaching and to the NCTTT from the target cohort in the metropolitan Washington, D.C., area. Prior experience with similar teacher education programs (one at San Diego State University, for example) evidently had led FIPSE evaluators to call the possibility of efficacious recruitment into question. Thus, the focus of the FIPSE-funded Planning Grant was on amassing data which would support or refute the possibility of recruiting teacher education students from a cohort consisting of those military and government personnel in the Washington, D.C., metropolitan area taking early retirement, or who are "transitioning" out.

As work on the project proceeded, as expert advisors were queried, and as recruitment procedures were tested, it became apparent that the local recruitment focus was somewhat misguided. More specifically, demonstration of the feasibility of recruiting in the metropolitan Washington area was readily accomplished. The real problem is to develop and institute ways of attracting, educating to teaching careers, and sustaining mid- or second-

career adults, and to show how this can be accomplished anywhere in the United States. Thus, although the balance of the present report will be directed at describing the project's feasibility-demonstration activities local to the metropolitan Washington area, the backgrounding realization ("the problem redefined"), and the one which should guide any future similar work, is that some central, research, clearinghouse, placement brokerage, and related service-type organization is needed which would study and disseminate information relative to the enhancement of this kind of teacher recruitment/education on a national basis.

BACKGROUND AND ORIGINS

In addition to the aforementioned shortage of qualified teachers, the context for the project included: sporadic and ill-communicated attempts at other institutions across the country to recruit and train "new teachers"; The American University's particularly suitable location and historic mission; and a School of Education congenial to the development of a NCTTT. While historical patterns of movement into teaching by military personnel can be seen to be part of cycles of post-war demobilization, it has only been in the last decade that such movement has been viewed as a possible peacetime antidote to what has increasingly loomed as a grossly dysfunctional American social illness: the inability of our society to attract and to sustain superior persons in the teaching profession.

Certain programs of limited scope have been devised to direct military retirees into teaching, but these have not been without difficulty. For example, a FIPSE-funded program was initiated at San Diego State University (SDSU) under the direction of George Mehaffy. Using standard advertising and direct mail techniques, the program successfully recruited limited numbers (20 annually) of Navy retirees to the teacher education program at SDSU. However, before completion of the program, approximately one-half the cohort was "siphoned off" by business and industry. Other problems encountered included difficulty of the newly-prepared teachers to adapt to the change in role and to the new school setting (these and other findings from discussion with teacher educators are enumerated below in the section on Project Results).

Other attempts have been made during the last few years within higher education to help broker our nation's need for teachers with the early-retiring military cohort's need for meaningful and satisfying careers. Additional efforts have included target cohorts comprising persons from business and industry and from the professions. Indeed, awareness of similar activity throughout the United States prompted the Math/Science Education Group of the National Executive Service Corps (with FIPSE support) to host a meeting in 1990 which "...brought people together directly involved in unique programs to recruit and train second-career teachers...."

The findings of the conference (reported in Technical Talent

From the Military and Industry: A Resource for Our Schools, 1990, National Executive Service Corps, New York) are sanguine: "It appeared to be the consensus of the conference participants that the concept of teaching as a second career is viable and growing in terms of interest and popularity." Concept viability notwithstanding, the future successes of the unique programs, indeed their very survival, depend on precisely the kind of research/clearinghouse/placement-brokerage activities which the present report identifies as a logical next step.

At one level of analysis, the NESC conference provided a much-needed forum for discussion of the issues which attend creation and sustenance of programs for "new" teachers. But, at another level, the conference only served to emphasize an appalling lacuna apparent in our nation's post-secondary educational apparatus; as an ad hoc measure, the conference underscored the failure of policy makers in government and in higher education to plan in a rational and energetic way some sort of central, institutionalized response to the growing perception that career switchers and early retirees may well help to fill the qualified teacher gap.

The present project was an outgrowth of a proposal to FIPSE seeking support to help remedy the qualified teacher shortage through the inauguration of activities aimed at the institutionalization of a NATIONAL CENTER FOR TRANSITION TO TEACHING at The American University in Washington, D.C. Chartered in 1891 and incorporated by special Act of Congress in

1893, The American University's mission has always included development of programming which can be of special benefit to the nation at large. Located in the nation's capital, the NCTTT would benefit through proximity to Congress and the Executive Branch, and would enjoy access to a sizeable, diverse, mobile, well-credentialed and ongoing stream of civilian and military personnel in transition. The nation's major professional education associations, as well as federal education agencies are near and, thus, enhance opportunities for networking and collaboration. The proposed NCTTT would represent a unique and overdue response to an intensifying persistent need.

Traditional teacher education programs are well represented and well served by many professional and service organizations. No organization with comparable missions exists for programs serving the career changer generally or for transition to teaching programs specifically. The consequent void is rendered more problematical, given the growth in the number of career changers and in transition to teaching programs responsive to the limitations of tradition programs vis-a-vis certain teacher shortages. The NCTTT, ideally located, would provide the critical focus for transition to teaching programs. Identifying research, policy and practice priorities and successes, disseminating information to students and faculty in similar programs nationwide, and more would be the purview of the NCTTT, a critical element of the proposed program.

The FIPSE-funded project depicted in the present report is,

in a very real sense, a "stepping-stone" toward the above-described NCTTT. The activities reported herewith were pursued by staff members of the School of Education under FIPSE funding with the intent of demonstrating that sufficient goodwill exists in the interested community to inaugurate the NCTTT. Further, explicit efforts were taken to demonstrate that recruitment procedures could be initiated which would attract prospective students in numbers sufficient to maintain a model program which would provide NCTTT with a "laboratory" for implementation and evaluation of recruitment, curricular and instructional, and student services innovations.

The School of Education has a small faculty but, because of their research activities, scholarly publications, and school-based experiments, the School has earned a national reputation. Likewise, a small but dedicated and able core staff enables the School to handle efficiently the demands placed on it by hundreds of enrolled students, and by many hundreds more of prospective and applying students. It was in this organizational context that the presently-described FIPSE-underwritten activities were pursued. No gross adjustments to staffing configuration were made; most of the activities were "tacked on" to daily staff responsibilities.

PROJECT DESCRIPTION

Since September 1990, the School of Education (SOE) of The

American University has been involved in FIPSE-supported documentation and planning activities. These have consisted of establishing and consulting with a board of advisors and initiating direct outreach to the target population. The aim has been to demonstrate that an enduring pool of recruits exists, to determine how best to attract and select candidates for the proposed program, and to learn of any shared, basic needs of transition programs and how to best meet them.

The National Advisory Board

Several key military and civilian educators and directors of career transition programs were identified and contacted for service on a board of advisors. Seventeen persons (Appendix 1) now sit on a National Advisory Board (NAB). Contact with the NAB has been maintained since its inception, and valuable advice has been received through mailings, extensive telephone conversations, and in personal meetings held at the Pentagon, at national conferences, and elsewhere. The advice of the NAB (along with important insights obtained elsewhere, including the annual conference of the Military Educators and Counselors Association) is presented in digested form under the heading Project Results.

Direct Outreach

The FIPSE-supported initiatives presumed that the best way

to document the reality of an enduring candidate pool and the feasibility of recruiting from it would be to determine the level of interest within the target population in existing SOE masters level programs intended as bases for the proposed program. Thus, an explicit, marketing-oriented outreach effort was devised.

In the mid-seventies, college admissions was changed radically through the introduction of certain marketing techniques which had proven successful in the business world. Before that time, colleges had engaged in outreach in a rather haphazard way; the new era saw far more planned and strategic recruitment techniques, including use and tracking of advertising, distribution of posters and collateral material, and direct mail solicitation.

In planning for a coherent way to test the feasibility of recruiting for a NCTTT, and given the constraints of limited resources, the School of Education decided to employ one or two of the now-standard recruitment techniques in use by colleges desirous of targeting the adult student market. Further, the decision was made to concentrate on the military and government retiree markets, since they are sui generis to the local region. The following sections report on the techniques selected and comment on their efficacy as determined to date (Fall,1991).

Advertising. This is the most effective method of recruiting adult students to college programs. SOE, with the help of the Pentagon Education Service Officer, identified in August of 1990 a vehicle for a test advertising campaign directed

at the Washington, DC military market. The Comprint chain is a series of weeklies local to military installations with a circulation of 150,000. The 2 in. by 2.5 in. display ad ran for three months (Dec., Jan., Feb.) at a cost of $2192.40. The campaign generated 143 inquiries, at a cost per inquiry of $15.33. This cost is excellent and within an acceptable cost-benefit range of $14-30 per inquiry. Over time, with the initiation of the requisite tracking apparatus, inquiry data like these can be sophisticated to the point of judging the ads on a cost per annual enrollment basis.

A second test advertising campaign in the Foreign Service Journal was recently initiated. Anecdotal and other evidence leads us to believe the Department of State and its retiring foreign service officers provide a market worth targeting with special vigor. The circulation of 11,500 includes most FSO's and all members of Congress. The ads were set to run during June, July, and August. While the sheer volume will not approximate that of the Comprint campaign, the prediction is for 15-20 high quality leads. The visibility given the School of Education, The American University, and FIPSE with the above-mentioned Congressional offices is consequential.

Prediction indices. One of the outcomes of increased systemization of college recruitment has been the establishment of certain coefficients of prediction. A well-known predictor is based on inquiry flow. The average "take rate," or rate of inquirers converted to enrollments is 5% (+/- 2%). Therefore,

one consequence of SOE's ability through the Comprint chain to generate inquiries of around 40 per month is that the "take" will eventually be a predictable 24 (+/- 10). Other advertising (including the costly, but highly-effective, Washington Post) coupled to follow-up techniques will increase the volume.

All of such base-line algorithms of prediction, however, assume an existing, and attractive, program. SOE's delivery of appropriate programming for the kinds of adult learners who will come through the military and government service "pipeline" is only at the planning stage presently; converting prospective students to real enrollments at the above-mentioned rates will only be accomplished with the institutionalization of programming suitable to the needs of the targeted groups.

Pilot recruitment workshop. This event was designed to test the feasibility of attracting students from the growing advertisement-generated pool of inquiries to the campus for an informational meeting. This is traditionally the next step in the sequence of events and communications which serve to convert inquiries to enrollments. The prediction index often used for these events is, again, 5%. This means that, if invited to some kind of informational meeting, 5% of the inquirers who have responded to ads in the previous year will attend. In the present instance, 140 inquirers received invitations to the May 11th workshop; seven attended. Again, this provides SOE and FIPSE with powerful empirical evidence of the efficacy of such recruitment techniques.

The workshop itself lasted two hours and consisted of a short presentation by the Dean of SOE, a structured focus group exercise, short presentations about existing MA programs, and an open question/answer period. A range of concerns was expressed including the anticipated ones around worries over readjustment to higher education, finances, and interest in credit for life experience. Some concern around adapting to SOE's existing programming was detected by SOE staff.

Poster campaign. In late April, 450 posters were mailed out. The poster was suggested by George Mehaffy of San Diego State University where a FIPSE-funded transition to teaching project had met with a modicum of success. FIPSE Project Officer David Holmes had stressed careful attention to Mehaffy's advice. Consequently, the poster project followed the rough guidelines set by the SDSU experience. A mailing list of personnel and education officers from military and government offices in the greater Washington area was obtained. The return card poster was mailed out with a cover letter and sample program brochures. The response to date (covering twelve weeks) has been 38 cards returned, or 3 per week. While this is considerably less than anticipated, since the "shelf-life" is longterm, the flow should continue for months. (55 posters were returned with bad addresses.) Net cost of the poster, mailing list, and postage approximated $2000.00.

Survey data. A survey was designed to: (1) elicit information about recruiting the target cohort to the National

Center, and (2) create awareness of SOE/FIPSE's intent. The survey was initially mailed to all Board members for advice and criticism. Of 17 Board members, seven responded with comments ranging from "wrong approach" to "comprehensive and complete."

The survey, with minor adjustments was then mailed (4/15/91) to the Army education service officer list for the Military District of Washington (32 names), and to twelve key personnel officers at government agencies in the city. To date (7/25/91), seven responses have been received. These responses include requests for more material (posters, brochures) and mixed or no information about the possibility of on-base recruiting and program delivery.

The foregoing descriptions of SOE's several initiatives explicitly designed to create concrete measurable indices of recruitment feasibility, along with generating actual leads, blend together to chart a mixture of activities which, if continued and "fine-tuned," will conspire to provide NCTTT with sufficient student traffic to develop a viable "laboratory" for model transition to teaching programs.

PROJECT RESULTS

The NAB and outreach initiatives affirm the feasibility of recruiting a steady stream of candidates and the need for a NCTTT. Importantly, they surfaced potential problems and possible solutions. Among both are these:

* Transitioners are prone to adaptation difficulties and attrition. Ongoing counseling services are imperative.

* Off-campus courses on or close to recruitment sites enhance program attractiveness and student retention.

* Transition to teaching program recruitment efforts among military personnel ought not be limited to officers.

* Transitioners must see school realities directly, early and often.

* Strategies for helping some recruits to finance tuition and other costs are important to the efficacy of recruitment and to the ethos of a transition to teaching program.

* Linking extant transition programs for data, practice-validating and other sharing purposes is important to the viability and success of transition programs.

* A placement function for the proposed initiating program and the NCTTT is novel, needed, and important to recruitment.

* Preferential interview/employment agreements with school systems enhance recruitment and retention.

Our FIPSE supported planning initiatives demonstrate that career switchers can be recruited to a career in teaching. Needed is a program that accommodates lessons reported above and which can initiate a NCTTT. A program which can do that and more and will incorporate these features:

* Promotional materials and direct mailings crafted for different segments among the general target population.

* Staff travel to annual meetings of the Military Educational Counselors Association and other like gatherings.

* Program faculty and staff commitment to spending extra

time with potential and actual recruits.

* Promotion workshops for the NAB and prospective students.

* A financial aid officer available to counsel prospective and enrolled students.

* Initiatives to obtain scholarship funding for enrollees.

* Efforts to offer courses off campus at reduced cost.

* Program components on adult life transitions and coping, and on career/life counseling.

* Use of available career development and personality psychometry for selection and counseling purposes.

* A carefully monitored induction process for socialization to school and teaching cultures.

* Preparation of students for less-than-perfect embraces on the part of school systems.

* A placement function for program students (and, eventually, for those in similar programs elsewhere) supported, in part, by service fees charged to clients from other programs.

* Agreements with school systems granting special employment consideration to program graduates.

Planning initiatives have taught us that there are several teacher education programs for career changers and that more are likely to arise. However, these programs tend to exist and operate in isolation from one another, uniformed by each's strengths and limitations and by practice-validating studies among them. The experiences of directors and former directors of such programs make clear that most such programs would benefit mightily from the monitored and tested practices of the proposed program which would be the logical consequence (under FIPSE

and/or other funding) of the present planning/feasibility project and from the NCTTT it will initiate.

Plan for Dissemination and Continuation

A version of this FIPSE Project Report, entitled "Recruiting New Teachers from Retiring Military and Government Personnel: Feasibility & Commentary," will be available late Fall, 1991. The report will be circulated to: members of the Board of the National Center for Transition to Teaching; selected military and government educators; and other interested parties to be determined by Project Director.

The positive findings of our feasibility studies and testing suggest vigorous and immediate development of a National Center will be a timely--even essential--effort toward remediation of what increasingly is seen as a potentially dire national future with respect to the education of our youth.

SUMMARY AND CONCLUSIONS

During the project year (September 1, 1990 to August 30, 1991), the feasibility of identifying and recruiting new teachers from those professionals planning soon to make the transition out of government and military service was tested under a planning grant from FIPSE. Because shortages in the supply of qualified teachers promise to reach crisis proportions, and because

prospects for improvement through traditional programs are dim, ascertaining new sources becomes crucially important. The project sought to identify and reach out to targeted, prospective-teacher constituencies for an anticipated NATIONAL CENTER FOR TRANSITION TO TEACHING.

Important findings include: (1) certain conventional recruitment methods can attract interest on the part of the targeted cohort; (2) educators who have developed teacher education programs for such new teachers offer both encouragement and specific cautions; and (3) high-level military and government officials endorse efforts to enable the transition of their personnel into teaching careers.

Beyond the above findings, an important insight gained as a result of the grant activity is that institutionalization of a NCTTT needs to be decoupled somewhat from questions of recruitment exigency. It is true that such a NCTTT would benefit from having--as an adjunct--a model, "laboratory" program, and thus would depend on successful recruitment strategies. And, further, it is true that an important service the CENTER might provide would be around identifying, evaluating, and disseminating effective recruitment techniques. But, where particular value for American postsecondary education will lie with any formal institutionalization of a NCTTT, will be around the broader, national function the CENTER would provide. Thus, although our focus under the present planning grant and under a charge from FIPSE has been to analyze recruitment feasibility

local to the Washington, D.C., area, it has become evident--and this is how our ideas have changed--as a result of "doing" the project that what is needed is a major commitment of resources toward broader institutionalization of a NATIONAL CENTER FOR TRANSITION TO TEACHING.

APPENDIX A

ADVISORY BOARD OF A

NATIONAL CENTER FOR TRANSITION TO TEACHING

(as of 3/5/91; in order of nomination to Board)

1. David G. Imig
   Executive Director
   American Association of Colleges for Teacher Education

2. Ann Spindel
   [former Program Director, National Executive Service Corps]
   Now at Columbia University Teachers College

3. Jacinta Martens
   Mentor-Fellows Program
   The Bush School, Seattle

4. David Haselkorn
   Executive Director
   Recruiting New Teachers, Inc.

5. George Mehaffy
   Director
   Teacher Education
   San Diego State University

6. Barbara Allen
   Teacher Education
   San Diego State University

7. John Culliton
   Director
   Pentagon Education Office

8. Dee Flynn
   Director
   U.S Army Continuing Education

9. Lenore Saltman
   Deputy Director
   US Army Education Policy

10. Francis Kelley
    Director
    Navy Education Services

11. Sydell Weiss
    Head, Education Branch
    US Marine Corps

12. Colin Hunter
    Chief
    Air Force Education Services Program

13. P. L. Schittulli
    Director of Civilian Personnel
    US Air Force

14. Cynthia Shoemaker
    Associate Director of Off-Campus Programs
    George Washington University

15. Mrs. Joan Pryce
    Employment Program Coordinator
    Family Liaison Office
    Department of State

16. Mr. Thomas P.H. Dunlop
    Senior Counselor
    Department of State

17. Ron Gurley
    Chief
    Employee Development and Training
    Department of Agriculture